

Inspection report for early years provision

Unique reference number	259913
Inspection date	11/05/2009
Inspector	Ann Winifred Harrison
Type of setting	Childminder

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the childminding

The childminder was registered in 1994 and lives with her extended family in Derby. A flat driveway and ramps mean that there is easy access to the front and rear of the property. Areas of the home used for minding purposes are the playroom, lounge, kitchen/dining room and downstairs bathroom. Children have access to a secure outdoor play area.

The childminder is registered to care for a maximum of six children at any one time. There are currently 22 children attending on a part-time basis, of whom five are in the early years age range. The childminder also cares for children over eight years of age. She is registered by Ofsted on the Early Years Register, and the compulsory and voluntary part of the Childcare Register.

The childminder is a member of the National Childminding Association. She takes children to and collects them from local schools. Children are also taken on outings and to the local carer and toddler group.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder demonstrates a good understanding of the Early Years Foundation Stage (EYFS) to effectively meet children's welfare, learning and development. She ensures that all children's needs are met so that they feel valued and included. She establishes good partnerships with parents to ensure that their children's individual needs are met and that all the required details are shared and recorded. Learning and development is supported well; consequently, children are happy and are making good progress. The childminder is beginning to use self-evaluation to identify areas for the development of her provision and shows a strong commitment to improving her practice through on-going training.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the educational programme by linking assessment to planning to fully support children's progress
- develop further the risk assessments to include all areas that children may come in contact with

The leadership and management of the early years provision

The childminder provides a warm, welcoming and homely environment for the children in her care. She ensures that children are safe and well cared for. She has developed detailed written policies and procedures to meet the EYFS requirements. These are readily available to all parents because they are given a copy as soon as

their children start. Children benefit from the childminder's implementation of a strong partnership with parents and other settings. Daily discussion about activities mean that parents are well informed about what their children are doing each day. Photographs of children engaged in a wide range of activities are available for parents' perusal. Parents provide detailed information on their child's individual routine and current stage of development, they complete a form called 'The Voice of the Child' which enables the childminder to find out individual preferences such as what children like, dislike and enjoy doing. This enables her to meet the individual needs of all children.

Children are safeguarded effectively because the childminder has robust systems in place for security and safety. Daily visual safety checks are completed to ensure that children are cared for in a safe environment. Security in and around the home is good and the childminder checks the identity of who is at the door before allowing entry. Toys and equipment are checked frequently to ensure safety and cleanliness. However, the written risk assessments are limited and do not cover all areas that children come in contact with to ensure they are fully protected. A safeguarding procedure is available in writing and the childminder ensures that she is up-to-date with current local safeguarding procedures. She ensures that any concerns about the children in her care can be addressed promptly.

The childminder continues to update her professional skills to improve outcomes for children and to enable her to implement new ideas into her practice. For example, she has attended courses such as implementing the EYFS, food hygiene and first aid. The childminder has started to evaluate her setting and has recognised areas she wishes to address to improve her practice.

The quality and standards of the early years provision

The childminder is well organised and spends the majority of her time engaging and playing with the children. Resources are well organised in the large play room so that they are easily accessible to children to enable them to become independent learners and make decisions about what they want to do. Toys are available at a low level and children are able to access their favourite activities as and when they wish to. The childminder plans a good balance of adult-led and child-initiated activities which focus on children's interests. For example, they enjoy playing in the sand pit and carrying water from the tap to mix in the sand. The childminder extends their learning by talking about full and empty, wet and dry. Children learn they can make footprints and that the water is absorbed in the sand. Children are introduced to simple problem solving as they build with building blocks and count how many cubes they have used. Good questioning by the childminder extends this activity by asking, is it taller or shorter than the children? Children's independence is well promoted as they fill their own containers with water and soap and mix to blow bubbles in the garden. Children particularly enjoy cooking activities when they weigh ingredients and roll out pastry. Babies explore different textures and sounds with a variety of materials and musical toys. The childminder is caring and sensitive to their individual needs and routines.

Children learn about the wider world as they look at books about other countries

and find them on the large world map in the playroom. They visit local shops and look at the variety of food on offer used by different cultures. The childminder talks about peoples' similarities and differences through stories and provides a good selection of resources that reflect positive images of others. For example, dressing up clothes, dolls and small world figures. This promotes children's understanding of diversity. Children learn about nature and their environment as they look for insects and watch butterflies in the garden, they plant seeds and watch them grow. They enjoy regular visits to the park and to local toddler groups. The childminder makes regular spontaneous observations of children's progress. In addition, each child has individual photographs and observation notes that record children's achievements and their next steps in learning. However, the system of observation and assessment does not fully inform the planning for individual children, which potentially restricts children progress.

Children are provided with healthy and nutritious snacks and meals for example fresh fruit and vegetables and pasta. Records and documentation are in place to ensure children's health needs are met. Good hygiene procedures for handwashing and nappy changing limit the risk of cross-contamination. Children's health is further promoted through discussion on why it is important to eat healthily and take regular exercise. There are good opportunities for outdoor play; children enjoy playing on bikes, scooters and on the climbing frame. Children begin to develop an awareness of keeping themselves safe; for example, they practise the emergency evacuation procedures and the childminder talks about safety in the home and when on outings.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----